**3rd Grade Reading Lesson Plans for Mrs. Dean Unit 5 Week 2**

**Story Title- “How My Family Lives in America”**

**Monday** COS 3.1, 3.3, 3.4 Obj. SW- Distinguish between fact/opinion; understand text structure; use antonyms as context clues to determine word meaning; associate homophones with their correct spellings & meanings.

**WHOLE GROUP-** 1)Daily Questions: How are communities & families similar around the world? 2)Listen to read aloud “Under Our Skin” TE pg 170l; Fluency Purpose- Model Reading Aloud with Accuracy 3)Read/discuss skill pgs 170-171 4)Create a graphic organizer as a visual from pg 171 to complete while reading “The Best Game” orally 5)Review Vocabulary Words using educational website on Active Board

**SMALL GROUP-** Fact & Opinion/Text Structure Wkbk Pg 63

**CPA’S** 1)Daily Question (in a complete sentence) 2)Voc Wkbk Pg 64 3)Missed Spelling 3x’s Each 4)Voc Folder 4)Cursive 5)AR/I-Pads

**Materials:** Post It Notes; Textbook; Voc Folders; Colors; Wkbk Pg 63-64; CPA Notebook

**Evaluation-** Teacher Observation/Participation; Voc. Wkbk. Pg 64- Daily Grade

**Statement of Student Engagement-** Students will identify facts/opinions to improve comprehension.

**Tuesday** COS 3.1, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP-** 1)TW review yesterday’s Daily Question & give a treat to students who have successfully answered the question with a complete sentence. **Today’s Daily Question**: In what way are you proud of your heritage/culture? 2)Read/discuss voc pg 172-173 3)Phonics Talk TE 193i 4)Discuss genre: narrative nonfiction & story title; read/discuss weekly story; TW use Skim/Scan Question to monitor understanding of weekly skills

**SMALL GROUP**- Refer to Small Group Plan Page for Leveled Readers: Coming to the United States; What’s in a Name?; Living Abroad- Complete Reader Response w/teacher

**CPA’S** 1)Daily Question (in a complete sentence) 2)Wkbk Pgs 67-68 3)Spelling- Wkbk Pgs 69-70 4)Voc Folders 5)Cursive 6)Reread Weekly Story to Self 7)AR/I-Pads

**Materials:** Post It Notes; Textbook; Wkbk Pgs 67-68; Wkbk Pgs 69-70; Highligters; Voc Folders

**Evaluation-** Wkbk Pgs 67-70- Daily Grade

**Statement of Student Engagement-** Students will recognize how facts & opinions are used with the text structure

**Wednesday** COS 3.1, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP**- 1)TW review yesterday’s Daily Question & give a treat to students who have successfully answered the question with a complete sentence. **Today’s Daily Question**: What lessons can you learn from Sanu, Eric, & April? 2)Review voc, phonics, & story ; TW use wrap around questions/discussions in TE

**SMALL GROUP**- Teacher will use Reader Response Questions at the end of the weekly story.

**CPA’S** 1)Daily Question (in a complete sentence) 2)Scavenger Hunt 3)Spelling Choice 5)Cursive 6)Voc Folders

**Materials:** Post It Notes; Textbook; Scavenger Hunt; CPA Notebook

**Evaluation-** Scavenger Hunt- Daily Grade

**Statement of Student Engagement-** Students will complete comprehension questions from the story in a scavenger hunt.

**Thursday** COS 3.1, 3.3, 3.4 Obj. SW complete a reading comprehension multiple choice & writing test from weekly story

**WHOLE GROUP** 1)Review the story using retelling cards 2)Review voc words 3)SW complete the reading selection test

**SMALL GROUP**- Social Studies in Reading~ Communities Celebrate Cultures pgs. 192-193

**CPA’S** 1)Cursive 2)AR/I-Pads

**Materials:** Sequence Retelling Cards; Selection Test

**Evaluation-** Selection Test- Test Grade/Voc Folders- Daily Grade

**Statement of Student Engagement-** Students will complete a multiple choice selection test that also includes a writing response section.

**Friday** COS 3.1, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP** 1)Preview next week’s skills with Family Times Workbook Page 2)Predict next week’s spelling pattern as they practice write them onto the Family Times Workbook Page & as Teacher models/writes them 3)Read/discuss Newsletter; HW Packet; Webpage

**SMALL GROUP**- Teacher will meet with groups to review weekly story using graded weekly selection test; Teacher will progress monitor students for fluency/comprehension.

**Materials:** CPA Notebook; Family Times; Newsletter; HW Packet

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** Students will conference with teacher in small groups to review “graded” weekly test. Students will be progressed monitored by teacher to check for fluency progression for 1-minute on a passage.